APPENDIX - I

SOCIO-DEMOGRAPHIC PROFORMA

PERSONAL DATA

1. AGE : 
2. SEX : Male/Female
3. CLASS/STANDARD : VI/VII/VIII/IX/X
4. SECTION : 
5. RELIGION : Hindu/Christian/Muslim/Others
6. DOMICILE : Rural/Semi-Urban/Urban

FAMILY DATA

7. TYPE OF FAMILY : Nuclear/Joint/Extended
8. FAMILY SIZE (Total Number of Family Members) :
9. NUMBER OF CHILDREN IN THE FAMILY :
   Male
   Female
10. BIRTH ORDER : First/Second/Third/Fourth
    Fifth/Sixth
11. FATHER'S EDUCATION :

206
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>MOTHER'S EDUCATION</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>FATHER'S OCCUPATION</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>MOTHER'S OCCUPATION</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>FATHER'S ANNUAL INCOME</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>MOTHER'S ANNUAL INCOME</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>TOTAL FAMILY INCOME (ANNUAL)</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>WHETHER SINGLE PARENT FAMILY</td>
<td>Yes/No</td>
</tr>
<tr>
<td>19.</td>
<td>WHETHER THERE IS PARENTAL SEPARATION</td>
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<tr>
<td>20.</td>
<td>IF 'YES', REASON FOR SEPARATION</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>WHETHER THERE IS PARENTAL DEATH</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>IF 'YES', SPECIFY</td>
<td>Father/Mother/Both</td>
</tr>
<tr>
<td>23.</td>
<td>WHETHER ORPHAN</td>
<td>Yes/No</td>
</tr>
<tr>
<td>24.</td>
<td>CHILD'S AGE AT THE TIME OF DEATH OF THE PARENT/S</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>FAMILY HISTORY OF MENTAL RETARDATION</td>
<td>Present/Absent</td>
</tr>
</tbody>
</table>
26. FAMILY HISTORY OF ALCOHOLISM : Present/Absent
27. FAMILY HISTORY OF SUICIDE : Present/Absent
28. FAMILY HISTORY OF MENTAL ILLNESS : Present/Absent
29. FAMILY HISTORY OF EPILEPSY : Present/Absent
# APPENDIX-II

## YOUTH SELF-REPORT FOR AGES 11-18

<table>
<thead>
<tr>
<th>YOUR NAME</th>
<th>PARENTS' USUAL TYPE OF WORK, even if not working now (Please be specific; for example, auto mechanic, high school teacher, homemaker, laborer, lathe operator, shoe salesman, army sergeant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YOUR SEX</td>
<td>FATHERS TYPE OF WORK: ____________________________________________________________________________________________________________________________________________________________</td>
</tr>
<tr>
<td>YOUR AGE</td>
<td>MOTHER'S TYPE OF WORK: ___________________________________________________________________________________________________________________________________________________________</td>
</tr>
<tr>
<td>ETHNIC GROUP OR RACE</td>
<td>IF YOU ARE WORKING, STATE TYPE OF WORK: ______________________________________________________________________________________________________________________________________________________</td>
</tr>
</tbody>
</table>

### I. Please list the sports you most like to take part in. For example: swimming, baseball, skating, skate boarding, bike riding, fishing, etc.

<table>
<thead>
<tr>
<th></th>
<th>Compared to others of your age, about how much time do you spend in each?</th>
<th>Compared to others of your age, how well do you do each one?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less Than Average</td>
<td>Average</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
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<tr>
<td>a.</td>
<td></td>
<td></td>
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<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. Please list your favorite hobbies, activities, and games, other than sports. For example: cards, books, piano, autos, crafts, etc. (Do not include listening to radio or TV)

<table>
<thead>
<tr>
<th></th>
<th>Compared to others of your age, about how much time do you spend in each?</th>
<th>Compared to others of your age, how well do you do each one?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less Than Average</td>
<td>Average</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
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<tr>
<td>a.</td>
<td></td>
<td></td>
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<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Please list any organizations, clubs, teams or groups you belong to.

<table>
<thead>
<tr>
<th></th>
<th>Compared to others of your age, how active are you in each?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less Active</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
</tbody>
</table>

### IV. Please list any jobs or chores you have. For example: Paper route, babysitting, making bed, working in store, etc. (Include both paid and unpaid jobs and chores)

<table>
<thead>
<tr>
<th></th>
<th>Compared to others of your age, how well do you carry them out?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Average</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>None</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
</tbody>
</table>

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209
V. 1. About how many close friends do you have? [ ] None [ ] 1 [ ] 2 or 3 [ ] 4 or more
(Do not include brothers & sisters)

2. About how many times a week do you do things with any friends outside of regular school hours?
(Do not include brothers & sisters) [ ] less than 1 [ ] 1 or 2 [ ] 3 or more

VI. Compared to others of your age, how well do you:

Worse About the same Better
placements
placements placements placements
a. Get along with your brothers & sisters? [ ] [ ] [ ] [ ]

b. Get along with other kids? [ ] [ ] [ ]

c. Get along with your parents? [ ] [ ] [ ]

d. Do things by yourself? [ ] [ ] [ ]

VII. Performance in academic subjects. [ ] I do not go to school because

<table>
<thead>
<tr>
<th>Subject</th>
<th>Falling</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. English or Language Arts</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>b. History or Social Studies</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>c. Arithmetic or Math</td>
<td>[ ]</td>
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<tr>
<td>d. Science</td>
<td>[ ]</td>
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<tr>
<td>Other academic subjects</td>
<td>[ ]</td>
<td>[ ]</td>
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</tr>
</tbody>
</table>

Do you have any illness, physical disability, or handicap? [ ] No [ ] Yes—please describe

Please describe any concerns or problems you have about school:

Please describe any other concerns you have:

Please describe the best things about yourself:
Below is a list of items that describe kids. For each item that describes you now or within the past 6 months, please circle the 2 if the item is very true or often true of you. Circle the 1 if the item is somewhat or sometimes true of you. If the item is not true of you, circle the 0.

<table>
<thead>
<tr>
<th>Item</th>
<th>Not True</th>
<th>Somewhat or Sometimes True</th>
<th>Very True or Often True</th>
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</table>

Please circle 0, 1, or 2.
<table>
<thead>
<tr>
<th>Item</th>
<th>0 = Not True</th>
<th>1 = Somewhat or Sometimes True</th>
<th>2 = Very True or Often True</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.</td>
<td>0 1 2</td>
<td>I would rather be with younger kids than with kids my own age.</td>
<td></td>
</tr>
<tr>
<td>55.</td>
<td>0 1 2</td>
<td>I refuse to talk.</td>
<td></td>
</tr>
<tr>
<td>56.</td>
<td>0 1 2</td>
<td>I repeat certain actions over and over (describe).</td>
<td></td>
</tr>
<tr>
<td>57.</td>
<td>0 1 2</td>
<td>I run away from home.</td>
<td></td>
</tr>
<tr>
<td>58.</td>
<td>0 1 2</td>
<td>I am secretive or keep things to myself.</td>
<td></td>
</tr>
<tr>
<td>59.</td>
<td>0 1 2</td>
<td>I see things that other people think aren’t there (describe).</td>
<td></td>
</tr>
<tr>
<td>60.</td>
<td>0 1 2</td>
<td>I am self-conscious or easily embarrassed.</td>
<td></td>
</tr>
<tr>
<td>61.</td>
<td>0 1 2</td>
<td>I set fires.</td>
<td></td>
</tr>
<tr>
<td>62.</td>
<td>0 1 2</td>
<td>I can work well with my hands.</td>
<td></td>
</tr>
<tr>
<td>63.</td>
<td>0 1 2</td>
<td>I am shy.</td>
<td></td>
</tr>
<tr>
<td>64.</td>
<td>0 1 2</td>
<td>I sleep less than most kids.</td>
<td></td>
</tr>
<tr>
<td>65.</td>
<td>0 1 2</td>
<td>I sleep more than most kids during day and/or night (describe).</td>
<td></td>
</tr>
<tr>
<td>66.</td>
<td>0 1 2</td>
<td>I have a good imagination.</td>
<td></td>
</tr>
<tr>
<td>67.</td>
<td>0 1 2</td>
<td>I have a speech problem (describe).</td>
<td></td>
</tr>
<tr>
<td>68.</td>
<td>0 1 2</td>
<td>I stand up for my rights.</td>
<td></td>
</tr>
<tr>
<td>69.</td>
<td>0 1 2</td>
<td>I steal at home.</td>
<td></td>
</tr>
<tr>
<td>70.</td>
<td>0 1 2</td>
<td>I steal from places other than home.</td>
<td></td>
</tr>
<tr>
<td>71.</td>
<td>0 1 2</td>
<td>I store up things I don’t need (describe).</td>
<td></td>
</tr>
<tr>
<td>72.</td>
<td>0 1 2</td>
<td>I do things other people think are strange (describe).</td>
<td></td>
</tr>
<tr>
<td>73.</td>
<td>0 1 2</td>
<td>I have thoughts that other people would think are strange (describe).</td>
<td></td>
</tr>
<tr>
<td>74.</td>
<td>0 1 2</td>
<td>I am stubborn.</td>
<td></td>
</tr>
<tr>
<td>75.</td>
<td>0 1 2</td>
<td>My moods or feelings change suddenly.</td>
<td></td>
</tr>
<tr>
<td>76.</td>
<td>0 1 2</td>
<td>I enjoy being with other people.</td>
<td></td>
</tr>
<tr>
<td>77.</td>
<td>0 1 2</td>
<td>I am suspicious.</td>
<td></td>
</tr>
<tr>
<td>78.</td>
<td>0 1 2</td>
<td>I swear or use dirty language.</td>
<td></td>
</tr>
<tr>
<td>79.</td>
<td>0 1 2</td>
<td>I think about killing myself.</td>
<td></td>
</tr>
<tr>
<td>80.</td>
<td>0 1 2</td>
<td>I like to make others laugh.</td>
<td></td>
</tr>
<tr>
<td>81.</td>
<td>0 1 2</td>
<td>I talk too much.</td>
<td></td>
</tr>
<tr>
<td>82.</td>
<td>0 1 2</td>
<td>I tease others a lot.</td>
<td></td>
</tr>
<tr>
<td>83.</td>
<td>0 1 2</td>
<td>I have a hot temper.</td>
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</tr>
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<td>84.</td>
<td>0 1 2</td>
<td>I think about sex too much.</td>
<td></td>
</tr>
<tr>
<td>85.</td>
<td>0 1 2</td>
<td>I threaten to hurt people.</td>
<td></td>
</tr>
<tr>
<td>86.</td>
<td>0 1 2</td>
<td>I like to help others.</td>
<td></td>
</tr>
<tr>
<td>87.</td>
<td>0 1 2</td>
<td>I am too concerned about being neat or clean.</td>
<td></td>
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<tr>
<td>88.</td>
<td>0 1 2</td>
<td>I have trouble sleeping (describe).</td>
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<td>89.</td>
<td>0 1 2</td>
<td>I cut classes or skip school.</td>
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<tr>
<td>90.</td>
<td>0 1 2</td>
<td>I don’t have much energy.</td>
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<td>91.</td>
<td>0 1 2</td>
<td>I am unhappy, sad, or depressed.</td>
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<td>92.</td>
<td>0 1 2</td>
<td>I am louder than other kids.</td>
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<td>93.</td>
<td>0 1 2</td>
<td>I use alcohol or drugs for nonmedical purposes (describe).</td>
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<td>94.</td>
<td>0 1 2</td>
<td>I try to be fair to others.</td>
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<td>95.</td>
<td>0 1 2</td>
<td>I enjoy a good joke.</td>
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<td>96.</td>
<td>0 1 2</td>
<td>I like to take life easy.</td>
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<td>97.</td>
<td>0 1 2</td>
<td>I am unhappy, sad, or depressed.</td>
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<td>98.</td>
<td>0 1 2</td>
<td>I like to help others.</td>
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<td>99.</td>
<td>0 1 2</td>
<td>I keep from getting involved with others.</td>
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<tr>
<td>100.</td>
<td>0 1 2</td>
<td>I worry a lot.</td>
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Please write down anything else that describes your feelings, behavior, or interests.
INSTRUCTIONS FOR HAND SCORING THE 1991 YSR PROFILE

Thomas M. Achenbach, Ph.D.
Dept. of Psychiatry, U. of Vermont
1 South Prospect St., Burlington, VT 05401-3456

Note. There are small differences between the hand-scored and computer-scored data entry formats, but they produce the same results. Templates are available to assist in transferring data from pp. 3-4 of the YSR to the profile. Be sure to use the column of scale scores appropriate for the sex of the respondent.

SCORING THE COMPETENCE ITEMS

The following two items are not scored on the competence scales, but their scores can be entered in the box provided to the right of profile:

I-A. # of sports. If youth reported 0 or 1 sport — enter 0 in box
2 sports — enter 1 in box
3 or more sports — enter 2 in box

II-A. # of other activities.
If youth reported 0 or 1 activity — enter 0 in box
2 activities — enter 1 in box
3 or more activities — enter 2 in box

Do not count listening to radio or TV, goofing off, or the like as activities.

ACTIVITIES SCALE—Do not score if data are missing for any of the 4 scores comprising the scale. The Roman numerals correspond to those on pages 1 and 2 of the YSR and on the profile scoring form. If a youth checked more than 1 box where only 1 should be checked, score the average of the 2 boxes checked.

I-B. Mean of participation & skill in sports. If youth reported no sports, enter 0.
For each response of less than average or below average — score 0
average — score 1
more than average or above average — score 2
Excluding blanks and "don't know" responses, compute the mean of these scores by summing them and dividing by the number of scores you have summed. Enter this mean on the profile.

II-B. Mean of participation & skill in activities. Compute in the same way as specified in I-B for sports.

IV-A. # of jobs. If youth reported 0 or 1 job— enter 0 on profile
2 jobs — enter 1 on profile
3 or more jobs — enter 2 on profile

IV-B. Mean job quality. Compute as specified in I-B.
Total score for Activities Scale. Sum the 4 scores just entered. Round off total to nearest .5.

SOCIAL SCALE—Do not score if data are missing for more than 1 of the 6 scores.

III-A. # of organizations.
If youth reported 0 or 1 — enter 0 on profile
2 — enter 1 on profile
3 or more — enter 2 on profile

III-B. Mean of participation in organizations. Compute as specified in I-B.

V-1. # of friends. If youth checked 0 or 1 — enter 0 on profile
2 or 3 — enter 1 on profile
4 or more — enter 2 on profile

V-2. Contacts with friends.
If youth checked less than 1 — enter 0 on profile
On the 1991 profile, this item can be scored 1 or 2
even if no close friends were reported in Item V-1.

VI-A. Behavior with others. For each of the first three items (Items a, b, & c):
If the youth checked worse — score 0
about the same — score 1
better — score 2
Excluding any items for which the youth did not check a box, compute the mean of these scores and enter it on the profile.

VI-B. Do things by self. (Item d)
If the youth checked worse—enter 0 on profile about the same—enter 1 on profile better—enter 2 on profile

Total score for Social Scale. Sum the 6 scores just entered for the items of the Social scale. If missing data prevent computation of 1 score, substitute the mean of the other 5 scores for the missing score in computing the total. Round off total to nearest .5.

ACADEMIC PERFORMANCE — This does not constitute a profile scale, but is added to scores for Activities and Social to obtain a total competence score. Do not score if youth has checked boxes for less than 3 academic subjects.

VII-1. Mean performance. For each academic subject checked:
- failing — score 0
- below average — score 1
- average — score 2
- above average — score 3

Compute the mean of these scores, rounded to the nearest .5. (Academic subjects include reading, writing, arithmetic, spelling, science, English, foreign language, history, social studies, computer programming, and similar subjects. Do not count physical education, art, music, home economics, driver education, industrial arts, typing, or the like.)

Note. Comments written by youth in the spaces below Item VII are not scored.

TOTAL COMPETENCE SCORE. Sum the total raw scores for Activities, Social, and Academic Performance. Do not compute a total competence score unless scores are available for all 3 of these. T scores for total competence scores are in the box to the right of the profile. Mark the youth’s total competence raw score under the appropriate heading of the box. After you have found the youth’s raw score, look to the right for the T score. Be sure to mark the number in the column appropriate for the youth’s sex.

SCORING THE PROBLEM SCALES
Do not score if data are missing for more than 8 problem items, not counting Items 2, 4, or 56h. If a youth circled two numbers for an item, score the item 1. Note that there are 103 problem items, even though the numbers range from 1-112. Items 2 and 4 are not counted in the total problem score, but their scores can be entered in the spaces provided at the bottom of the profile. Items 56a-h comprise 8 items. The following 16 items are socially desirable items that are excluded from the problem scores: 6, 15, 28, 49, 59, 60, 73, 78, 80, 88, 92, 98, 106, 107, 108, 109. Comments written by youth at the bottom of page 4 are not scored. Place Page 3 scoring template over Page 3 of YSR and Page 4 template over Page 4 of YSR.

Item Scores. If the youth circled 0, 1, or 2 beside an item, enter the 0, 1, or 2 on the appropriate scale of the profile. Note that some items are scored on more than one scale. Problem items that do not belong to any scale are listed under the heading Other Problems on the profile. The 16 socially desirable items are not listed on the profile. Comments written by the youth should be used in judging whether items deserve to be scored, with the following guidelines:

a. For each problem reported by the youth, only the YSR item that most specifically describes the problem should be scored. If the youth’s comments show that more than one item has been scored for a particular problem, or if the youth wrote in a problem for #56h that is specifically covered elsewhere, count only the most specific item.

b. For extreme behaviors (e.g., sets fires, attempts suicide) — if youth noted that it happened once but circled 0 or left it blank, score 1 unless it clearly happened earlier than the 6 months specified in the rating instructions.

c. For items on which youth notes “used to do this,” score as the youth scored it, unless it clearly occurred earlier than the 6 months specified in the instructions.

d. When in doubt, score item the way the youth scored it, except on the following items:
Item 9, can't get mind off certain thoughts—this item is not restricted to obsessions. It can include almost anything the youth lists here except problems that are specifically listed elsewhere. If the youth wrote "sex" for this item, for example, it would be more appropriately scored on Item 96, I think about sex too much. If not covered by another item, responses that might be considered normal for the youth's age should be scored the way the youth scored them; e.g., "cars," "girls," "boys."

Item 40, hears things, & 70, sees things—score experiences such as "ringing in ears" and "spots before eyes" the way the youth scored them; do not score experiences while under the influence of drugs or alcohol.

Item 46, nervous movements—if "can't sit still" or anything entirely covered by Item 10 is entered here, score only Item 10.

Item 56d, problems with eyes—do not score "wear glasses," "near-sighted," and other visual problems having an organic basis.

Item 66, repeats actions—this item is not restricted to compulsions. It can include almost anything the youth lists here except problems that are specifically listed elsewhere. Speech repetitions or stammers, for example, would be more appropriately scored on Item 79, Speech problem.

Item 77, sleeps more than most—do not score "want to stay in bed," but score difficulties in waking up.

Item 84, strange behavior & 85, strange ideas—if what the youth describes is specifically covered by another item, score the more specific item instead.

Item 105, alcohol or drugs—do not score tobacco or medication.

SYNDROME SCALE SCORES—To obtain the total raw score for each symptom scale, sum the Os, 1s, and 2s you have entered for each scale. Because the items listed under Other Problems do not form a scale, a total score is not computed for them.

GRAPHIC DISPLAY AND T SCORES—To complete the graphic display for the competence and problem scales, make an X on the number above each scale that equals the total score obtained for that scale. Be sure to mark the number in the column appropriate for the youth's sex. Then draw a line to connect the Xs. Percentiles based on nonreferred youths can be read from the left side of the graphic display. T scores can be read from the right side.

INTERNALIZING AND EXTERNALIZING—A box at the bottom of the problem profile outlines the computation of Internalizing and Externalizing scores as follows: Internalizing = the sum of raw scores for syndrome scales I + II + III, minus the score for Item 103 to avoid counting Item 103 twice, because it is on both Scale I and III. Externalizing = the sum of raw scores for syndrome Scales VII + VIII. A T score for each Internalizing and Externalizing raw score is listed in the box to the right of the profile. Be sure to look at the raw score column for the sex of the youth being scored.

TOTAL PROBLEM SCORE—To compute the total problem score, sum the 1s and 2s on the YSR and enter the sum in the box to the far right of the profile. Omit Items 2, Allergy, 4, Asthma, and the 16 socially desirable items. If the youth has entered a problem for Item 56h that is not covered by another item, include the score for 56h. The total problem score can be cross-checked by subtracting the number of problem items scored as present from the sum of 1s and 2s. The difference should equal the number of 2s, omitting Items 2 and 4. (The number and sum of items can not be computed by adding scale totals, because some items appear on more than one scale.) A T score for each total problem score is listed in the box to the right of the profile. Be sure to look at the total score column for the sex of the youth being scored.

SCALE IX. SELF-DESTRUCTIVE/IDENTITY PROBLEMS FOR BOYS (OPTIONAL)—To obtain the raw scale score for the Self-Destructive/Identity Problems scale, sum the Os, 1s, and 2s for problem items 5, 12, 13, 18, 20, 27, 33, 35, 57, 79, 91, and 110. Items 12, 18, 33, 35, and 91 are also scored on the Anxious/Depressed scale. Item 13 is also scored on the Attention Problems scale. Items 20, 27, and 57 are also scored on the Aggressive Behavior scale. The remaining 3 items are listed under the Other Problems heading. The T score for each raw score is listed on Page 4 of these instructions. The raw score and T score can be entered in the box at the bottom of the hand-scored profile.
### 1991 YSR Profile for Boys & Girls – Problem Scales

**Name:**

**ID #**

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#### Normal Range

- Withdrawn
- Somatic Complaints
- Anxious/Depressed
- Social Problems
- Thought Problems
- Attention Problems
- Delinquent Behavior
- Aggressive Behavior

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**Sample**

---

**Not on cross-informant construct**

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**IX Self-Destruct/Identity (boys): Total S = 7**

**INT = Scale I + II + III = Item 103 = **

**EXT = Scale VII + VIII = **

Not scored on total problems: 2. Allergy: 4. Asthma

---

**Broken lines =**

**Borderline clinical range**
### 1991 YSR Profile for Boys & Girls — Competence Scales

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#### ACTIVITIES
- I. B. Mean sports participation & skill
- II. B. Mean non-sports participation & skill
- IV. A. # of jobs
- B. Mean job quality

#### SOCIAL
- III. A. # of organized activities
- B. Mean participation in organized activities
- V. A. # of friends
- 2. Contacts w. friends
- VI. A. Behav. w. others
- B. Alone

#### ACAD. ACHIEVEMENT
- Total

### Total Competence Scores

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Break line = border clinical range

Not scored on competence scales:
- I. A. Number of sports
- IIA. Number of nonsports activities

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13 Prospect St., Burlington, VT 05401
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YOUTH SELF REPORT (YSR) OF THE CBCL

Split-Half Reliability (Present Study): 0.648

Item Analysis of YSR (Item Means, SDS and Item-Total Correlations)

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APPENDIX-III

TEACHER'S REPORT FORM

Your answers will be used to compare the pupil with other pupils whose teachers have completed similar forms. The information from this form will also be used for comparison with other information about this pupil. Please answer as well as you can, even if you lack full information. Scores on individual items will be combined to identify general patterns of behavior. Feel free to write additional comments beside each item and in the spaces provided on page 2.

**PUPIL'S NAME**

**PUPIL'S SEX**

- Boy
- Girl

**TODAY'S DATE**

**PUPIL'S BIRTHDATE (if known)**

**GRADE**

**IN**

**SCHOOL**

**PARENTS' USUAL TYPE OF WORK, even if not working now.** (Please be as specific as you can — for example, auto mechanic, high school teacher, homemaker, laborer, file clerk, operator, shoe salesman, army sergeant.)

**FATHERS' TYPE OF WORK**

**MOTHERS' TYPE OF WORK**

**THIS FORM FILLED OUT BY:**

- Teacher (name)
- Counselor (name)
- Other (specify)

---

1. How long have you known this pupil? months

2. How well do you know him/her? 1 Not Well 2 Moderately Well 3 Very Well

3. How much time does he/she spend in your class per week?

4. What kind of class is it? (Please be specific, e.g., regular 5th grade, special education class.)

5. Has he/she ever been referred for special class placement, services, or testing? 1 Don't Know 0 No 1 Yes, what kind and when?

6. Has he/she ever repeated a grade? 1 Don't Know 0 No 1 Yes, grade and reason

7. Current school performance list academic subjects and check columns that indicate pupil's performance:

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VIII. Compared to typical pupils of the same age:

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IX. Most recent achievement test scores (if available)

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X. IQ, readiness, or aptitude tests (if available)

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Does this pupil have any illness, physical disability, or mental handicap? 1 Yes - please describe

What concerns you most about this pupil?

Please describe the best things about this pupil:

Please feel free to write any comments about this pupil’s work, behavior, or potential. Using extra pages if necessary.
Below is a list of items that describe pupils. For each item that describes the pupil, now or within the last 2 months, please circle the 2 if the item is very true or often true of the pupil. Circle the 1 if the item is somewhat or sometimes true of the pupil. Circle the 0 if the item is not true of the pupil. Please answer all items as well as you can, even if some do not seem to apply to this pupil.

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<td></td>
<td>Hums or makes other odd noises in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Argues a lot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fails to finish things he/she starts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Behaves like opposite sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Brags to parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Can't concentrate, can't pay attention for long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Can't get his/her mind off certain thoughts, obsessions (describe)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Can't sit still, restless, or hyperactive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Clings to adults or too dependent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Complains of loneliness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Confused or seems to be in a fog</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Does a lot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fidgets</td>
<td></td>
<td></td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>Cruelty, bullying, or meanness in others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Haydreams or gets lost in fantasy thoughts</td>
<td></td>
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</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Deliberately harms self or attempts suicide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Demands a lot of attention</td>
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<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>Destroys his/her own things</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>Destroys property belonging to others</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>Deliberately following directions</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Disobedient at school</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td></td>
<td>Disturbs other pupils</td>
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<tr>
<td>0</td>
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<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>Doesn't get along with other pupils</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>Doesn't seem to feel guilty after misbehaving</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Easily jealous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Eats or drinks things that are not food (don't include sweets; describe)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fears certain animals, situations, or places rather than school (describe)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fears going to school</td>
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Please see other side
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<thead>
<tr>
<th>Item</th>
<th>Code</th>
<th>Description</th>
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<tr>
<td>0</td>
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<td>2</td>
</tr>
<tr>
<td>57</td>
<td>Physically attacks people</td>
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</tr>
<tr>
<td>58</td>
<td>Picks nose, skin, or other parts of body (describe)</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>Sleeps in class</td>
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<tr>
<td>60</td>
<td>Apathetic or unmotivated</td>
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<tr>
<td>61</td>
<td>Poor school work</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Easily frustrated or choleric</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>Prefers being with older children or youth</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>Prefers being with younger children</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Refuses to talk</td>
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</tr>
<tr>
<td>66</td>
<td>Repeats certain acts over and over (compulsions) (describe)</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>Disrupts class discipline</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Screams a lot</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>Scatterbrained, keeps things in self</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Sees things that aren't there (describe)</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Self-conscious or easily embarrassed</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>Messy work</td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>Behaves irresponsibly (describe)</td>
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<tr>
<td>74</td>
<td>Showing off or clowning</td>
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<tr>
<td>75</td>
<td>Shy or timid</td>
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</tr>
<tr>
<td>76</td>
<td>Explosive and unpredictable behavior</td>
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</tr>
<tr>
<td>77</td>
<td>Demands must be met immediately, easily frustrated</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>Inattentive, easily distracted</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>Speech problem (describe)</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Stares blankly</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>Feels hurt when criticized</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>Stands</td>
<td></td>
</tr>
<tr>
<td>83</td>
<td>Stares at things he/she doesn't need (describe)</td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE BE SURE YOU HAVE ANSWERED ALL ITEMS**
INSTRUCTIONS FOR HAND SCORING THE 1991 TRF PROFILE

Thomas M. Achenbach, Ph.D.
Dept. of Psychiatry, U. of Vermont
1 South Prospect St., Burlington, VT 05401-3456

Note. Templates are available to assist in transferring data from pp. 3-4 of the TRF to the profile. The same 1991 templates are used for all four sex/age groups on the TRF. Be sure to use the profile form appropriate for the child’s sex and the scale scores appropriate for the child’s age. For information on ordering computer-scoring programs, write to Dr. Achenbach.

DESCRIPTIVE DATA NOT SCORED ON THE PROFILE

The following items on pp. 1-2 of the TRF are designed to provide descriptive data useful in the evaluation of individual children, but they are not scored on the profile: Items I, II, III, IV, V, VI, IX, and X.

SCORING ACADEMIC PERFORMANCE AND ADAPTIVE FUNCTIONING

Item VII. For each academic subject, score the teacher’s ratings as follows:

- Far below grade = 1
- Somewhat below grade = 2
- At grade level = 3
- Somewhat above grade = 4
- Far above grade = 5

If a teacher checked two boxes for one subject, use the mean of the two scores assigned to these boxes.

Enter the mean of the teacher’s ratings for all academic subjects beneath the heading Academic Performance on the profile. (Academic subjects include reading, writing, arithmetic, spelling, science, English, foreign language, history, social studies, computer programming, etc. Do not count physical education, art, music, home economics, driver education, industrial arts, typing, or the like.)

Item VIII. For each of the questions 1-4, score the teacher’s ratings as follows:

- Much less = 1
- Somewhat less = 2
- Slightly less = 3
- About average = 4
- Slightly more = 5
- Somewhat more = 6
- Much more = 7

Enter the score for each rating beneath the appropriate heading on the profile.

Sum of Items VIII 1-4. Sum the scores for Items VIII, 1, 2, 3, and 4. Enter this sum beneath the appropriate heading on the profile. Do not compute this sum if any of the 4 items is missing.

SCORING THE PROBLEM SCALES

Do not score the problem scales if data are missing for more than 8 items, not counting 56h and 113. If items 56a-56h are left blank, you may score them 0. If a teacher circled two numbers for an item, score the item 1. Note that there are 120 items, even though the numbers range from 1-113 (Items 56a-h comprise 8 items).

ITEM SCORES—Place the 1991 TRF Page 3 template over Page 3 of the TRF. The Roman numerals beside each item number indicate the scales on which the item is scored. Enter the 0, 1, or 2 circled by the teacher on the appropriate scale of the profile. Repeat these steps using the Page 4 template on Page 4. Comments written by the teacher should be used in judging whether items deserve to be scored, with the following guidelines:

a. Only 1 item should be scored for each problem. If a teacher appears to have scored more than 1 item for the same problem, enter the teacher’s rating only for the item that most precisely describes the problem.
b. For extreme behaviors (e.g., attempts suicide, physically attacks people)—if teacher noted that it happened once but circled 0 or left it blank, score 1 unless it clearly happened earlier than the 2 months specified in the rating instructions.

c. For items on which teacher noted "used to do this," score as the teacher scored it, unless it clearly occurred more than 2 months earlier.

d. When in doubt, score the item the way the teacher scored it, with the following exceptions:

- Item 9, obsessions—score 0 for anything that is clearly not obsessional or is more precisely covered by another item, such as 96. *Seems preoccupied with sex.*

- Item 28, eats or drinks things that are not food—score 0 for sweets or junk food.

- Item 46, nervous movements—if "can’t sit still" or anything entirely covered by Item 10 is entered here, score only Item 10.

- Item 56d, problems with eyes—score 0 for "wears glasses," "nearsighted," and other visual problems having an organic basis.

- Item 66, compulsions—score 0 for noncompulsive behavior; e.g., "keeps hitting others."

- Item 84, strange behavior, & 85, strange ideas—if what the teacher described is specifically covered by another item, score the more specific item instead, such as 34. *Feels others are out to get him/her.*

- Item 105, alcohol or drugs—score 0 for tobacco and for drugs used medicinally.

- Item 113, additional problems—score only if not specifically covered by another item; if teacher entered more than 1 item here, count only the highest rating toward the total problem score; e.g., if any problem listed in 113 was rated 2, add 2 to total score; if the highest rating for any problem listed in 113 was 1, add 1 to total score.

**SYNDROME SCALE SCORES**—To obtain the total raw score for each syndrome scale, sum the Os, 1s, and 2s you have entered for each scale. Because the items listed under *Other Problems* do not form a scale, a total score is not computed for them.

**GRAPHIC DISPLAY AND T SCORES**—To complete the graphic display for the adaptive and syndrome scales, make an X on the number above each scale that equals the score obtained for that scale. Be sure to mark the number in the column appropriate for the pupil's age. Then draw a line to connect the Xs. Percentiles based on nonreferred pupils can be read from the left side of the graphic display. T scores can be read from the right side.

**INTERNALIZING AND EXTERNALIZING**—A box at the bottom of the problem profile outlines the computation of Internalizing and Externalizing scores as follows: *Internalizing* = the sum of raw scores for syndrome Scales I + II + III, minus the score for Item 103 to avoid counting Item 103 twice, because it is on both Scale I and III. *Externalizing* = the sum of raw scores for syndrome Scales VII + VIII. A T score for each Internalizing and Externalizing raw score is listed in the box to the right of the profile. Be sure to look at the raw score column for the age of the pupil being scored.

**TOTAL PROBLEM SCORE**—To compute the total problem score, sum the 1s and 2s on the TRF and enter the sum in the box to the far right of the profile. If the teacher entered a problem for Item 56h or 113 that is not covered by another item, include the score for 56h or 113. If more than one problem has been entered for Item 113, count only the one having the highest score. The total problem score can be cross-checked by subtracting the number of items scored as present from the sum of 1s and 2s. The difference should equal the number of 2s. (The number and sum of items can not be computed by adding scale totals, because some items appear on more than one scale.) A T score for each total problem score is listed in the box to the right of the profile. Be sure to look at the total score column for the age of the pupil being scored.
### 1991 TRF Profile for Boys – Problem Scales

**Name:**

<table>
<thead>
<tr>
<th>ID</th>
<th>INT</th>
<th>TOT</th>
<th>Ext</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Normal Range

- **Withdrawn:**
  - 20%
  - 25%
  - 30%
  - 35%
  - 40%
  - 45%
  - 50%
  - 55%
  - 60%
  - 65%
  - 70%
  - 75%
  - 80%
  - 85%
  - 90%
  - 95%
  - 100%

- **Somatic Complaints:**
  - 20%
  - 25%
  - 30%
  - 35%
  - 40%
  - 45%
  - 50%
  - 55%
  - 60%
  - 65%
  - 70%
  - 75%
  - 80%
  - 85%
  - 90%
  - 95%
  - 100%

- **Anxious/Depressed:**
  - 20%
  - 25%
  - 30%
  - 35%
  - 40%
  - 45%
  - 50%
  - 55%
  - 60%
  - 65%
  - 70%
  - 75%
  - 80%
  - 85%
  - 90%
  - 95%
  - 100%

- **Social Problems:**
  - 20%
  - 25%
  - 30%
  - 35%
  - 40%
  - 45%
  - 50%
  - 55%
  - 60%
  - 65%
  - 70%
  - 75%
  - 80%
  - 85%
  - 90%
  - 95%
  - 100%

- **Thought Problems:**
  - 20%
  - 25%
  - 30%
  - 35%
  - 40%
  - 45%
  - 50%
  - 55%
  - 60%
  - 65%
  - 70%
  - 75%
  - 80%
  - 85%
  - 90%
  - 95%
  - 100%

- **Attention Problems:**
  - 20%
  - 25%
  - 30%
  - 35%
  - 40%
  - 45%
  - 50%
  - 55%
  - 60%
  - 65%
  - 70%
  - 75%
  - 80%
  - 85%
  - 90%
  - 95%
  - 100%

- **Delinquent Behavior:**
  - 20%
  - 25%
  - 30%
  - 35%
  - 40%
  - 45%
  - 50%
  - 55%
  - 60%
  - 65%
  - 70%
  - 75%
  - 80%
  - 85%
  - 90%
  - 95%
  - 100%

- **Aggressive Behaviors:**
  - 20%
  - 25%
  - 30%
  - 35%
  - 40%
  - 45%
  - 50%
  - 55%
  - 60%
  - 65%
  - 70%
  - 75%
  - 80%
  - 85%
  - 90%
  - 95%
  - 100%

**Copyright:**

*Note:* This is a sample page. The actual data and figures may vary. Please refer to the original document for accurate information.
### 1991 TRF Profile for Girls – Adaptive Functioning

**Normal Range**

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<th>5-11</th>
<th>6-12-13</th>
<th>5-11</th>
<th>6-12-13</th>
<th>5-11</th>
<th>6-12-13</th>
<th>5-11</th>
<th>6-12-13</th>
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<th>6-12-13</th>
<th>5-11</th>
<th>6-12-13</th>
<th>T Score</th>
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<tr>
<td>0-6</td>
<td>4.50-6.50</td>
<td>1.7-2.70</td>
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<td>1.7-2.70</td>
<td>4.50</td>
<td>1.7-2.70</td>
<td>4.50</td>
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<td>13-18</td>
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<td>1.1-2.10</td>
<td>1.3</td>
<td>1.1-2.10</td>
<td>1.3</td>
<td>1.1-2.10</td>
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<td>1.1-2.10</td>
<td>1.3</td>
<td>1.1-2.10</td>
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**Academic Performance**

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<thead>
<tr>
<th>Performance</th>
<th>VII. Mean</th>
<th>VIII. 1</th>
<th>VIII. 2</th>
<th>VIII. 3</th>
<th>VIII. 4</th>
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</thead>
</table>

**Working Hard Appropriately**

<table>
<thead>
<tr>
<th>Learning</th>
<th>Happy</th>
<th>SUM OF ITEMS 1, 2, 3, 4</th>
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</thead>
<tbody>
<tr>
<td>Performance</td>
<td>VIII. 1</td>
<td>VIII. 2</td>
</tr>
</tbody>
</table>

**Broken lines = borderline clinical range**
TEACHER'S REPORT FORM (TRF) OF THE CBCL

Split-Half Reliability (Present Study) : 0.578

Item Analysis of TRF (Item Means, SDS and Item-Total correlations)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item Mean</th>
<th>SD</th>
<th>Item-Total Correlation</th>
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<td>0.80</td>
<td>0.60</td>
<td>0.1568</td>
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<td>2</td>
<td>0.90</td>
<td>0.79</td>
<td>0.3077**</td>
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<tr>
<td>3</td>
<td>0.83</td>
<td>0.69</td>
<td>0.3648**</td>
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<td>4</td>
<td>0.10</td>
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<td>0.07</td>
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<td>0.1426</td>
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<td>6</td>
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Here are some statements which describe some of the family behaviours. Please indicate the degree of applicability of each statement to your family by circling one of the four alternatives given under each statement. Kindly work as rapidly as you can. Do not omit any item.

1. Atmosphere in our family always gives an impression of a very healthy relation, e.g., all are sitting together, cheering up one another, cutting all types of jokes, permitting even youngsters to participate in all the activities, etc.

   Very True   True   Not True   Not at all True

2. Our family maintains pomp and show at any cost while celebrating functions irrespective of our economic position.

   Very True   True   Not True   Not at all True

3. Our family over-shelters the children as and when they confront any problem.

   Very True   True   Not True   Not at all True

4. Our Family elders are not interested in the problems of the members; rather the members have to solve their problems on their own.

   Very True   True   Not True   Not at all True

5. Our Family gives first preference to parents in making plans for future.

   Very True   True   Not True   Not at all True
6. Our family has a fashion to go to the highest class in the theatre, variety shows and such other functions inspite of its inability to afford it.

Very True     True     Not True    Not at all True

7. Our family sacrifices anything and everything for each other without considering the need for it.

Very True     True     Not True    Not at all True

8. Our family does not follow any specific patterns of social behaviour.

Very True     True     Not True    Not at all True

9. Our family expects important plans to be discussed with all the members.

Very True     True     Not True    Not at all True

10. Our family encourages children to associate with the children only from higher social groups.

Very True     True     Not True    Not at all True

11. Our family keeps on telling even grown up earning children that they are too young and need guidance in every aspect of life.

Very True     True     Not True    Not at all True

12. Our family lives for today than planning for tomorrow.

Very True     True     Not True    Not at all True

13. Our family is the most pleasant place in the world.

Very True     True     Not True    Not at all True

14. Our family teaches members to lead a prestigious life irrespective of economic status.

Very True     True     Not True    Not at all True
15. Our family always supports the members for everything irrespective of the consequences of the act.
Very True     True     Not True     Not at all True

16. Our family makes the members feel that family is not responsible for their welfare, rather members have to take care of their welfare themselves.
Very True     True     Not True     Not at all True

17. Our family consults close relatives concerning its important decisions.
Very True     True     Not True     Not at all True

18. Our family wants its members to adhere to family rules to maintain the social image of the family.
Very True     True     Not True     Not at all True

19. Our family elders accompany the children even when they have to go for their evening games or practice of games, music, etc.
Very True     True     Not True     Not at all True

20. Our family gives a general feeling that it has no responsibility to do anything for members rather they have to do everything on their own.
Very True     True     Not True     Not at all True

21. Our family feels that comments/advice/suggestions from other members need not be taken as a blow to ones personal freedom.
Very true     True     Not True     Not at all True
22. Our family sells or mortgages the articles just to keep up the social image of the family in the community.

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23. Our family rushes to the school or playground if the child is little late in returning home.

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25. Our family gives an impression that a person does not know whom one can count on.

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26. Our family purposely goes late to attend public functions as a way of showing its status.

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27. Our family accompanies the children whenever they have to leave the home temporarily for a day or two even when the children are grown up.

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28. Our family members believe they are the worse off than the average people.

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Scoring Procedure :-

1. Normal Cohesive Type of Family, Items :- 1, 5, 9, 13, 17, 21, 25.
   Responses :- Very True True Not True Not at all True
   0 1 2 3

2. Egoistic Type of Family, Items :- 2, 6, 10, 14, 18, 22, 26
   Responses :- Very True True Not True Not at all True
   3 2 1 0

3. Altruistic Type of Family, Items :- 3, 7, 11, 15, 19, 23, 27
   Responses :- Very True True Not True Not at all True
   3 2 1 0

4. Anomic Type of Family, Items :- 4, 8, 12, 16, 20, 24, 28
   Responses :- Very True True Not True Not at all True
   3 2 1 0

Total score varies from 0 - 84. Lower score indicates less pathology. Higher score in the respective type indicates the family's belonging to that particular type.

Cut-off point : Pure Items

1. Normal Cohesive - No items.
2. Egoistic Type - Item 2, 14, 22
3. Altruistic Type - Items 3, 15, 19, 23, 27
4. Anomic Type - Item 4, 12, 20, 28

Mean for Normal Population : 34
Mean for Neurotic Population : 39
**FAMILY TYPOLOGY**

Split-Half Reliability (Present study): 0.732

Item Analysis of Family Typology (Item Means, SDs and Item-Total Correlations) (N=90)

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Here are some questions on family life. Each question has four answers. Please tick (/) ANY ONE ANSWER that explains your family situation best.

1. For general behaviour family members are expected to adhere to family rules.
   - Always
   - Sometimes
   - Rarely
   - Never

2. There is a strong emphasis in our family with regard to right and wrong, good and bad, proper and improper.
   - Always
   - Sometimes
   - Rarely
   - Never

3. Members are verbally reprimanded when they break family rules.
   - Always
   - Sometimes
   - Rarely
   - Never

4. Activities of every family member are merited accordingly in the family.
   - Always
   - Sometimes
   - Rarely
   - Never

5. Violation of behavioural rules lead to deprivation of reward.
   - Always
   - Sometimes
   - Rarely
   - Never

6. It does not really matter how members in the family behave in general.
   - Always
   - Sometimes
   - Rarely
   - Never

7. Undesirable behaviour of the family members is overlooked.
   - Always
   - Sometimes
   - Rarely
   - Never

8. Family members are criticised when family rules are violated.
   - Always
   - Sometimes
   - Rarely
   - Never

9. Members are appreciated even for insignificant achievements.
   - Always
   - Sometimes
   - Rarely
   - Never
10. Members are degraded even for small failures.
   Always   Sometimes   Rarely   Never

11. Pressing issues are given importance in our family.
   Always   Sometimes   Rarely   Never

12. Vital issues are ignored in our family.
   Always   Sometimes   Rarely   Never

13. Distressing issues are discussed jointly by all family members.
   Always   Sometimes   Rarely   Never

14. Whenever there is a stressful situation, the individual is left to find his / her own solution.
   Always   Sometimes   Rarely   Never

15. In times of trouble, we get equal amount of support both from the family as well as from friends, neighbours and relatives.
   Always   Sometimes   Rarely   Never

16. Family members are forced to depend on resources like neighbours and friends because our family does not provide enough support in times of need.
   Always   Sometimes   Rarely   Never

17. Friends and neighbours are more helpful in times of difficulties than our own family.
   Always   Sometimes   Rarely   Never

18. We have to seek help from voluntary and government agencies since our friends and neighbours are least concerned about our problems.
   Always   Sometimes   Rarely   Never

19. The only place we can resort to in periods of distress are the voluntary and government agencies or religious organisations.
   Always   Sometimes   Rarely   Never
20. The outside agencies are indifferent to us in times of difficulties.
   Always  Sometimes  Rarely  Never

21. In crisis situations, family members are at a loss and do not know what to do or where to go.
   Always  Sometimes  Rarely  Never

22. Every member is assigned specific tasks in our family.
   Always  Sometimes  Rarely  Never

23. Members are instructed how to carry on their tasks.
   Always  Sometimes  Rarely  Never

24. Members are clear about what tasks they should perform.
   Always  Sometimes  Rarely  Never

25. Members are expected to carry out their responsibility as per instructions.
   Always  Sometimes  Rarely  Never

26. Members perform additional tasks other than assigned ones.
   Always  Sometimes  Rarely  Never

27. Members are expected to perform additional tasks than already assigned.
   Always  Sometimes  Rarely  Never

28. Members do not perform the additional tasks after having acceded them.
   Always  Sometimes  Rarely  Never

29. No member is assigned specific tasks in the family.
   Always  Sometimes  Rarely  Never

30. Members are left to do their jobs all by themselves.
   Always  Sometimes  Rarely  Never

31. Members are not sure about what jobs they should do or how.
   Always  Sometimes  Rarely  Never
32. Members in the family help out one another in their tasks.
Always Sometimes Rarely Never

33. Members find it difficult to get help from others in performing their tasks.
Always Sometimes Rarely Never

34. Everyone knows the job of the other in addition to their own.
Always Sometimes Rarely Never

35. Nobody really knows jobs of the others in the family.
Always Sometimes Rarely Never

36. In our family we quarrel about who should do what and how much.
Always Sometimes Rarely Never

37. In our family, the same job is carried out simultaneously by different members.
Always Sometimes Rarely Never

38. In our family, members refer to perform tasks other than their own.
Always Sometimes Rarely Never

39. Members are critical about the task performance of others in the family.
Always Sometimes Rarely Never

40. Non performance of task does not go unnoticed in the family.
Always Sometimes Rarely Never

41. It is clear who should do what with regard to certain specific tasks.
Always Sometimes Rarely Never

42. Everyone is free to do whatever they want in our family.
Always Sometimes Rarely Never
43. Members are permitted to perform their task in their own way.
Always	Sometimes	Rarely	Never

44. Members in the family express difficulty in carrying out additional task other than assigned.
Always	Sometimes	Rarely	Never

45. Members do not find difficulty in carrying on their tasks.
Always	Sometimes	Rarely	Never

46. Members are able to carry out their tasks with ease and competence.
Always	Sometimes	Rarely	Never

47. No one really bothers whether a task is carried out or not.
Always	Sometimes	Rarely	Never

48. It is easy to understand when others talk in the family.
Always	Sometimes	Rarely	Never

49. Members have a lot to say to one another in the family.
Always	Sometimes	Rarely	Never

50. Members freely approach whoever they want for their requirements.
Always	Sometimes	Rarely	Never

51. Members derive the same meaning when other family members talk.
Always	Sometimes	Rarely	Never

52. Amount of talk contributed by others during an interaction varies.
Always	Sometimes	Rarely	Never

53. Members speak freely and with ease while talking to one another.
Always	Sometimes	Rarely	Never
54. When someone talks, the others keep doing their work irrespective of what she/he says.

Always Sometimes Rarely Never

55. Members talk to each other only when it is required.

Always Sometimes Rarely Never

56. There is so much to talk one does not know where to start from.

Always Sometimes Rarely Never

57. Members talk spontaneously against others even when they are not encouraged.

Always Sometimes Rarely Never

58. We prefer to be silent than indulge in idle talk.

Always Sometimes Rarely Never

59. There are rules about who should talk to whom and how much.

Always Sometimes Rarely Never

60. Family members indulge in giving two kinds of instructions which oppose each other in performing the same job.

Always Sometimes Rarely Never

61. Members keep discussing different issues at the same time.

Always Sometimes Rarely Never

62. It is difficult to understand when family members talk of some issues.

Always Sometimes Rarely Never

63. Family members do not intervene when some specific issues are being discussed.

Always Sometimes Rarely Never
64. When some issues are being discussed in the family, members talk of things other than what is being discussed.

Always  Sometimes  Rarely  Never

65. When important issues are being discussed the children are kept away.

Always  Sometimes  Rarely  Never

66. Members don't mind accepting suggestions from others while discussing important issues.

Always  Sometimes  Rarely  Never

67. In our family all requirements are conveyed through one member.

Always  Sometimes  Rarely  Never

68. Members freely express a variety of feelings/emotions to a variety of situations at home.

Always  Sometimes  Rarely  Never

69. Members don't like it when others offer suggestions.

Always  Sometimes  Rarely  Never

70. There are times when we don't have anything to talk about.

Always  Sometimes  Rarely  Never

71. Members do not express their feelings openly in the family.

Always  Sometimes  Rarely  Never

72. We are careful about what we say to one another.

Always  Sometimes  Rarely  Never

73. Members prefer to keep their feelings to themselves with regard to various situations in the family.

Always  Sometimes  Rarely  Never

74. In our family we like being together.

Always  Sometimes  Rarely  Never
75. Members in the family like doing things together.
   Always     Sometimes     Rarely     Never
76. Family members jointly arrange recreational activities.
   Always     Sometimes     Rarely     Never
77. Members in the family prefer to do their own things.
   Always     Sometimes     Rarely     Never
78. Family members like to do things for the family as a whole.
   Always     Sometimes     Rarely     Never
79. Nobody really bothers what interests others in the family or what they do.
   Always     Sometimes     Rarely     Never
80. It is not very important that members should be together in the family.
   Always     Sometimes     Rarely     Never
81. Members in the family look forward to being together at least some part of the day.
   Always     Sometimes     Rarely     Never
82. Family members keep some of their activities to themselves.
   Always     Sometimes     Rarely     Never
83. It is important that the family meets together at least once a day.
   Always     Sometimes     Rarely     Never
84. Family functions are enjoyable occasions when the whole family meets.
   Always     Sometimes     Rarely     Never
85. Family does not plan family outings as a group.
   Always     Sometimes     Rarely     Never
86. Members intentionally do not show concern/withhold participating in pressing issues.
   Always       Sometimes       Rarely       Never

87. Family members demean/belittle one another.
   Always       Sometimes       Rarely       Never

88. Family members are concerned about one another.
   Always       Sometimes       Rarely       Never

89. When members do not have anything specific to do they like to spend time together.
   Always       Sometimes       Rarely       Never

90. There is some one recognised and accepted as leader in our family.
   Always       Sometimes       Rarely       Never

91. In time of difficulties members seek the advice of the leader.
   Always       Sometimes       Rarely       Never

92. All the routine activities are looked after by the leader in our family.
   Always       Sometimes       Rarely       Never

93. It is not necessary to have a leader in the family.
   Always       Sometimes       Rarely       Never

94. All types of decisions are taken by the leader without consultation with other family.
   Always       Sometimes       Rarely       Never

95. Decisions are taken by the leader in consultation with others.
   Always       Sometimes       Rarely       Never

96. Every family member takes his/her own decision regarding family matters.
   Always       Sometimes       Rarely       Never
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<tr>
<th>Question</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
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<td>97. Family members are indifferent to the decision taken by the leader.</td>
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<td>98. Members feel the need for a leader only when they encounter serious problems.</td>
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<td>99. Leader tends to decide matters even when family members do not give their full consent.</td>
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<td>100. There is enough freedom for every one to take his/her own decision in matters concerning themselves.</td>
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<td>101. Once decisions are made, there is nothing that can be done to change them.</td>
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<td>102. Once decisions are taken they are implemented.</td>
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<td>103. Members are given the freedom to decide various pressing issues pertaining to family as a whole.</td>
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<td>104. Issues pertaining to individual members are decided by the leader.</td>
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<td>105. Decisions are taken only as and when required by those concerned.</td>
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<td>106. There is actually no one who can be called a leader.</td>
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FAMILY INTERACTION SCALE

Split-Half Reliability (Present Scale) : 0.724

Item Analysis of Family Interaction Scale (Item Means, SDs and Item-Total Correlations) (N=90)

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APPENDIX VI

PRO-SOCIAL BEHAVIOUR QUESTIONNAIRE

Teacher's Questionnaire
(Experimental Version)

Below is a list of behaviours which may be shown by a child during the school day. On your knowledge of the child over the last two months could you place a cross in the appropriate box. If the child definitely shows the behaviour described by the statement, place the cross in the box under "certainly applies". If the child does not show the behaviour, place the cross in the box under "doesn't apply". Place ONE cross against EACH statement.

1. If there is a fight or a quarrel, will try to stop it.

2. Will invite bystanders to join in a game.

3. Goes to the help of someone who has been hurt.

4. Helps to keep other children quiet in class or assembly.

5. Is considerate of the teacher's feeling.

6. Shares out sweets or extra food at lunch time.

7. Tries to be fair in games.

8. Takes the opportunity to praise the work of less able children.
9. When choosing partners for an activity, often chooses someone who might otherwise be left out.
10. Is generous in contribution toward gifts and charities.
11. Will offer to show a new child around the school.
12. Offers to help other children who are having difficulty with a task in the classroom.
13. Shows concern for the welfare of younger children in the school when teachers are not present.
14. Offers to help children who are feeling sick.
15. Can work easily in a small peer group.
16. Doesn't need reminding if asked to carry out a regular task, such as helping with the school milk or feeding the class pet.
17. Settles down to work quickly.
18. Looks embarrassed if someone else in the classroom makes a mistake.
19. Will clap or smile if someone else does something well in class.
20. Volunteers to help clear up a mess someone else has made.
PRO-SOCIAL BEHAVIOUR QUESTIONNAIRE (PSBQ)

Split-Half Reliability (Present study) : 0.789

Item Analysis of PSBQ (Item Means, SDs and Item-Total Correlations) (N=90)

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APPENDIX - VII

INTER CORRELATION ANALYSIS OF YSR AND TRF SUB-SCALES

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Note: ** indicates significance at the .01 level.
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*Significance levels: **p < 0.01*
### INTER CORRELATION MATRIX OF CORRELATIONS AMONG TRF SUB-SCALES (N = 410)

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** indicates significance at the .01 level.
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*Note: ** indicates significance at the .01 level.*
Space for comments and remarks if any regarding this study